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HENRIETTA SZOLD AND THE RUSSIAN IMMIGRANT SCHOOL

By ALEXANDRA LEE LEVIN

AFTER the repressive measures known as the May Laws of 1882 were directed against the Jews of Russia, a flood of East European Jews poured into the United States. This influx was so massive that the urban centers to which the immigrants flocked found their rapid absorption difficult. While Baltimore did not have as overwhelming a problem as New York's tenement sweat-shops, still there were problems here, too. Baltimore may not have had a Hester, a Ludlow, or an Essex Street, but it had its Exeter, High, Aisquith, East Baltimore and East Lombard Streets. The Jewish immigrants, freed for the first time from the oppression of centuries, threw themselves into the mad scramble of trying to establish themselves in a new country, and had little time or inclination for anything pertaining to culture.

The fact that learning among the "People of the Book" had fallen to such a low ebb in America was a source of distress and uneasiness among some of the educated Jews, and the first person to take an active step in rectifying the situation in Baltimore was a twenty-nine-year-old school teacher, Miss Henrietta Szold. She had a full-time position at the Misses Adams' School for Girls at 222 West Madison Street, where she taught arithmetic, algebra, geometry, ancient history, botany, physiology, English, German, French, Latin, and whatever else was needed. In addition she commuted on certain afternoons to Mrs. McCulloch's School at Glencoe, a distance of twenty miles, where she lectured to the girls on Classicism and Romanticism, and interpreted the thoughts of Hegel, Goethe, Lessing, Kant, and Fichte.¹ On Saturday afternoons she taught a Bible history class for adults, and conducted classes for children at her father's congregational school on Saturday and Sunday mornings. In her free time she tutored privately in Hebrew and German. She was one of the most active members of the Baltimore Botany Club; she organized their meetings at the Academy of Sciences, and delivered some of the weekly papers on subjects of botanical interest.² When the Woman's Literary Club of Baltimore was founded in 1890, Henrietta Szold was one of the first members, and contributed some of the more memorable papers read before that select group.³ It is amazing that she had the energy and found time to do anything more, but she seems to have possessed extraordinary sources of strength.

On October 1, 1888, an earnest group of young people formally became the Isaac Bar Levison Hebrew Literary Society of Baltimore. Its official seal depicted a pile of books, parchment and pen, an oil lamp of learning surmounted by seven stars, and surrounded by a wreath of laurel. It was at one of the regular meetings of this Society that Henrietta Szold suggested to the members that they should form a school for the teaching of the English language to some of their co-religionists, newly arrived

¹ Letter to author from Mr. Duncan McCulloch, then Headmaster of the OldBelds School, Glencoe, Md. November 17, 1958.

² *Bulletins of the Botany Club of Baltimore.*

³ Correspondence between Henrietta Szold and Mrs. Lawrence Turnbull, President of the Woman's Literary Club. In possession of the author. Also, *Baltimore Sun*, March 27, 1946.

' the city. They accepted her suggestion at once, leaving the **Jjlimorous** and varied details of organization in her capable **hands.**

Exactly one year later, in November of 1889, Henrietta Szold **opened** her pioneer class in a rented room at the rear of the second floor of a store on Gay Street near Front Street.⁴ The **hall** had no light, the stairway was crooked and winding, and **kerosene** lamps provided illumination for study in the room. **Under** Miss Szold's direction, the willing members of the **Literary** Society had cleaned the room, painted the floor, and **scraped** up money for slates, chalk, and a few books. On the **first** evening thirty immigrants, both men and women, **appeared.** The very next evening so many applicants turned up **that a** second class had to be formed. "Two classes were put **into** operation at once," Miss Szold recounted later, "one consisting of those able to read, the other of such as knew no more than the alphabet." Miss Szold secured the services of two volunteer teachers, Miss Grace Bendann and Miss Deborah **Cohn**, but sometimes the young ladies were unable to be present.

At the end of a few weeks [Miss Szold wrote] it became apparent that the volunteer system was vicious, no matter how loyal and efficient the teacher may be. Regardless of the poor state of the finances, the Society employed the required number of teachers. One hundred and fifty adults were taught during the semester.

The curriculum consisted of English, English, and again English. All else was treated as collateral and subsidiary. The more advanced pupils—that is to say, all such as could spell out words—were given Eggleston's *History of the United States*. The first lesson consisted of reading a paragraph of not more than eight lines. Every word was explained by pantomime, amplification, simplification, analogy, or etymology. German was resorted to only in extreme cases. One of the teachers, in fact, knew no language but English, yet her success was undisputed. After the meaning of the paragraph had been made clear, the historical allusions were discussed, the geographical references explained by means of a map, and as much incidental information as possible introduced. Questions were asked—questions were encouraged and forced; and answers given and required in English. Then a grammar lesson of the most elementary

***Benj.** H. Hartogensis, "The Russian Night School of Baltimore" *American Jewish Historical Society Magazine* (1928).

kind was illustrated by examples still drawn from the same paragraph, and finally a spelling and writing exercise elaborated from the same material.

The history book thus became a universal text-book whence lessons in history, geography, grammar, spelling, writing, and conversation were drawn day after day. For the adults, most of whom were intelligent, well informed, and abreast of current events, the method seemed more effective than using a different text-book in each department of instruction.

The eagerness of the pupils was often painful to witness, and nothing more pathetic can be imagined than the efforts made by men well advanced in years to crook their work-stiffened fingers around a pen. Although all were hard-worked during the day, their interest never flagged.

From the historian's point of view it is a pity that complete records were not kept of this first year's struggles and successes. We do have, however, a hand-written resolution⁵ sent to Miss Szold by the members of the Literary Society, in April 1890, near the end of the first season: "Whereas Miss Henrietta Szold has on all occasions shown her warm friendship for this Society, and recently has rendered most invaluable services in teaching in the night school of this Society—" Along with the resolution was sent the following note: "This resolution was intended to be elaborately engrossed, but we reconsidered that you would object to the cost, and we feel that plain writing speaks the same to a person of such character and convictions." The meagre funds raised by the members were so sorely needed for school supplies that they knew Miss Szold would be upset at money spent on frills like engrossing.

As a means of fund-raising, the Literary Society arranged an entertainment, probably held at the Concordia Hall, on April 6, 1890, at which amateur musicians contributed their services. Sadie Szold, Henrietta's younger sister, recited "Rashi in Prague," by the poetess Emma Lazarus.⁶ The amount realized from the project enabled the group to rent an entire building at 132 North Front Street, and equip it for the ever-growing night school. The members put out a printed prospectus for the coming season of 1890-1891:⁷

⁵ In the possession of the author.

⁶ Program in the possession of the author.

⁷ Prospectus in the possession of the author.

The undersigned Committee begs leave to announce that the next season of the I. B. L. Hebrew Literary Society will begin on September 1st, 1890. Many new features will then be inaugurated. The intention of the Society is to rent a suitable building in which the required number of rooms will be fitted up as class-rooms for the English night school; one room will be set apart for use as a Library, and another will be made a Reading-room, which will be thrown open every night to the readers of books, journals, and magazines. Arrangements will also be made to increase the efficiency of the school, so auspiciously opened during the past season.

The Committee takes this occasion to appeal to all co-religionists truly interested in the spiritual welfare and intellectual advancement of their brethern, to lend their countenance and assistance. Our aims and purposes are worthy ones, and their realization will be attended with results beneficial to our community. But, above all things, do we invite the aid of our compatriots. If they will rive their moral support, increase its membership ranks, and thus swell its funds, it will surely succeed in its chief purpose: to elevate, educate and influence for good those who have recently escaped from the narrowness of Russian life into American light and liberty.

Henrietta Szold had been able to secure additional operating funds for her school from the Baron de Hirsch Fund, a philanthropy of the Baron Maurice de Hirsch, a wealthy building contractor of Brussels, who had made a fortune by constructing railroads in the Balkans and Turkey. He wished to devote his vast wealth to the alleviation of human distress and established in New York in 1891 a fund of \$2,500,000, to which more was added later, to aid in the transportation of persecuted European Jews to places such as the United States and South America. The office of the Baltimore branch of the de Hirsch fund shared the same building with Miss Szold's school at 132 North Front Street.

The second season of the " Russian School " started off with unexpected success, and at the end of the first week Miss Szold wrote to her married sister in Madison, Wisconsin:⁸ " Now my especial fad—the school! As we predicted, a tremendous rush of pupils came in on Monday after the holidays: 340 have been enrolled. As we can with difficulty shelter 300, a great

⁸ On microfilm at the Baltimore Hebrew College; letter dated 1891 Oct. 31, Henrietta Szold to Rachel Szold Jastrow.

many were turned away. But the rush has been so great that we have determined to rent two rooms elsewhere and open two new classes. This is of course a serious matter, for the simple reason that we have no money or none worth talking about. We shall want two new teachers, several dozen schoolbooks, slates, chalk, pencils, besides the rent. In the face of all this, our community remains cold and indifferent. If we decide to open two new classes, we shall have seven English classes, a bookkeeping, an arithmetic, a Hebrew and a dressmaking class running." Often Miss Szold's day started at 5:30, not to end before 11:30. It was an exhausting schedule.

Having the school in two buildings two squares apart made Miss Szold's task of supervising and teaching infinitely harder, for not only did she supervise all the classes, teach her own class in American History, and assist Mr. Louis H. Levin on Thursday evenings with his arithmetic class, but she also attended to the myriad of annoying but necessary details in her capacity as commissary-general. In a small black notebook⁹ she jotted down these items:

RUSSIAN SCHOOL

Plumber:

Outside fixtures	Globes
Burners	Fixtures in upper room

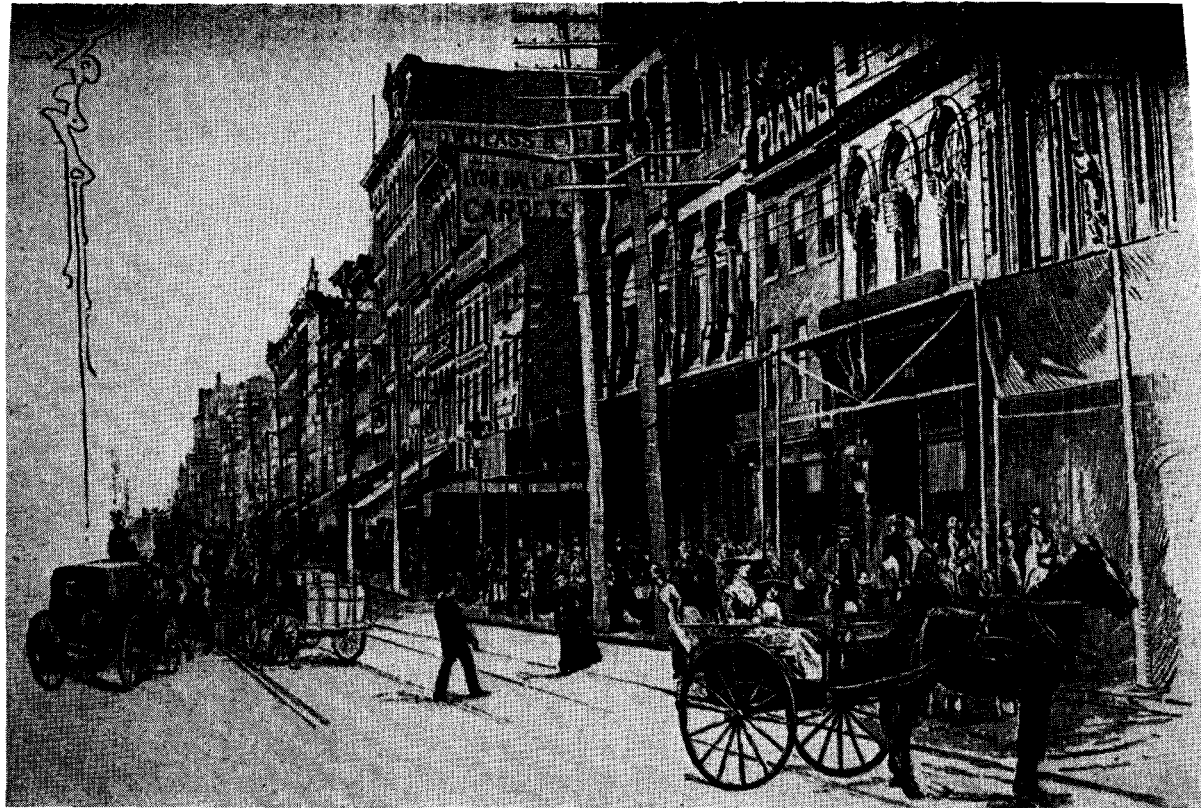
Carpenter:

Clothesnails	Unhinge doors
Blackboards	Frame for cloth slates
New seats	Pull down windows

Odd jobs:

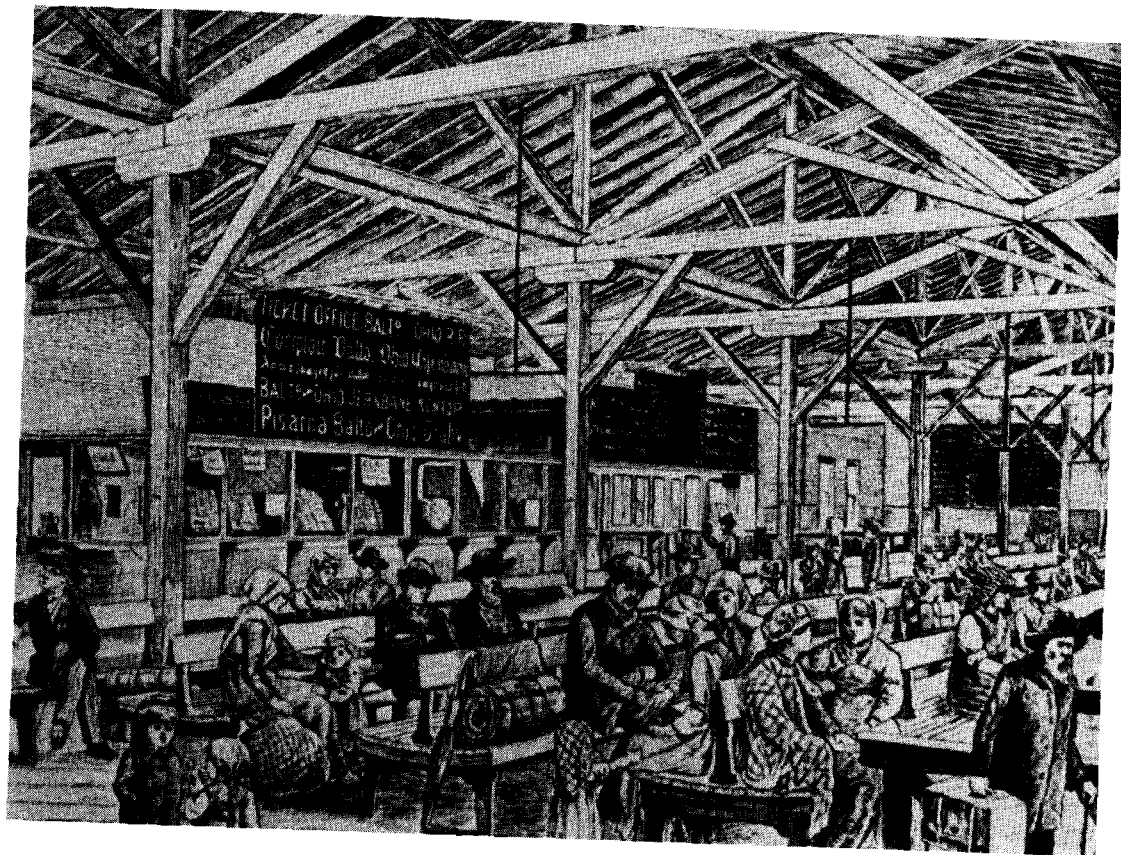
Coal	Slate sponges
Portières	Pictures on walls
Blinds	Hearth on third floor
Admission cards	Match-safe
Advertisement of opening	Garbage-box
Roof	Dressmaking belongings
Dirt in cellar yard	Cigar boxes
Umbrella stands	Grape baskets
Cigar-tables	Secretary's books
Step-cover	Accounts to be kept by him
Roll books	Door numbers

⁹ Notebook in the possession of author.



BALTIMORE STREET, LOOKING WEST FROM THE ADAMS EXPRESS BUILDING, c. 1890.

From *Illustrated Baltimore: the Monumental City*.



NEWLY ARRIVED IMMIGRANTS IN BALTIMORE IN THE 1880'S.

From *Baltimore . . . a Picture History*. Md. Hist. Soc. commentary by Francis F. Bejrnts (N. V., 195&).

History Class (2) (Henrietta Szold's Class)

First Reader... 9

Second " . . . H

Third " . . . 13

Room 6. Separate children from adults in Miss Bendann's class.
Send children to Room 3 and have them taught by Miss Brown.

Room 7- Take the worst of Miss Sachs's and send them to Room 4 together with Miss Fanny Baumgarten's class.

Room 8. History Class (Public School)

Room 5. Third Reader

Room 2. Literary Class (Tues. Wed. Thurs.)

Room 2. Bookkeeping (Mon.)

The next page of the little notebook has further statistics and rearrangements of classes:

Miss Bendann needs.	65	Readers
Miss Brown "	50	"
Miss F. Baumgarten.	22	"
Miss E. Baumgarten.	35	"
Miss Sachs.	48	"
Room 5 (3rd Reader)	21	
Room 2 (2nd Reader)	35	
Room 4 (1st Reader)	40	
Room 8 (1st Reader)	25	
Room 7 (2nd Reader)	39	
Room 6 (1st Reader)	65	

Transfer Fanny Baumgarten's best and Miss Sachs's worst to Room 2 or 3 under Reizenstein. Second Reader.

Monday & Wednesday (History)

Tuesday & Thursday (Literature)

To buy:

- 5 doz. First Readers
- 5 doz. Second Readers
- 3 doz. Third Readers
- 6 doz. Slates
- 2 doz. Classics

Pay Mrs. M. Hoffman for cleaning house 132 N. Front Street.

One Thursday evening there had been a near-panic in the school, with over two hundred people in the building. It was close to dismissal time, ten o'clock, when Henrietta and Mr. Louis Levin heard agonized screams, trappings and groans from the room directly over their heads. Of course fire had been their first thought, and they both ran upstairs, met on the way by shrieking women and girls, none of whom could stammer out what was the matter. Finally they were told that a man had fainted. As it turned out, he had been seized with an epileptic fit; but his untutored bench-mates, not realizing what was the trouble, had set up a frightened and frightening hue and cry. While Mr. Levin applied water to the prostrate man, Henrietta had the windows thrown open, and forced every pupil from the room and out of the building. The other teachers fortunately had possessed great presence of mind, thus averting a possible misfortune on a large scale, for not a soul stirred from the other classrooms to add to the panic on the stairs. The teachers had had sublime confidence in Miss Szold and knew she would attend to their safety, fire or no.¹⁰

Early in 1892, Henrietta Szold received a letter from her sister, Rachel Jastrow, the wife of Professor Joseph Jastrow, head of the Psychology Department of the University of Wisconsin: ^{ai} "Henrietta, in the January *Century* magazine it is noted that immigrants become anarchists and socialists so easily in this country because, among all the charities and schools there is not one in which an effort is made to teach this class of people anything of our history, politics, etc. Now, I want you to write about your Russian class and the success it has had, will you? I am sure others will be glad to know of your method, and will choose the best of it to pattern after."

At Mrs. Jastrow's suggestion, Miss Szold wrote an article for the *Baltimore Sun*, which appeared on July 13, 1892:

In a recent editorial, headed "Russian America," the *Sun* made use of the following expression: "Those Russian immigrants who, during the last three or four years to the number of from six to eight thousand, have come to Baltimore, have already adopted our style of dressing, our business methods, our social habits, and their children play our games and sing our songs, frequent our schools and speak with readiness our language." This is a text for which

¹⁰ Jewish Publication Society, *The Szolds of Lombard Street* (Philadelphia, 1960).

¹¹ Joseph Jastrow Papers in the Duke University Library Archives.

abundant commentary and illustration can be found. The children at play who called forth the above reflections, are really American products. The surprising thing is that in their elders the process of assimilation begins almost at the moment when the immigrant sets foot on this soil—nay, even earlier, for his compatriots who have preceded him have kept him well posted upon affairs transatlantic, and he has thus learned at least enough to put his mind in a properly receptive frame. His desire to become an American is shown in numberless ways. The question naturally arises on our side: are these the people with whom we are to desire a close affiliation? What qualities have they to add to our national character? The Russians, it will be said, have not come willingly; they have been forced away from their homes, in fact. Russia may be said to have sent them here, using American soil as her dumping ground for undesirable subjects. The truth, however, is that Russia has only recently, after much diplomacy and urgency on the part of European Jewish leaders, yielded permission, ungraciously enough, to all Jews who wish to emigrate to do so. All along she has been driving her Jewish subjects from all parts of the empire into a restricted area called the Pale of Jewish Settlement, not measuring more than one-thirtieth of the whole Russian empire, and even there subjecting them to irksome restraints in the way of trades to be plied and mode of life to be adopted. An alternative is offered: a change of faith. These are self-exiled men and women, bringing to us an addition to the staunchness, the unflinching adherence to what is looked upon as truth, and the endurance which we possess as an inheritance from those other persecuted sects who sought a new world in earlier times.

As soon as the immigrants arrive, their children are sent to the public schools, and for themselves, since the city makes no provision for them, they have established night schools. During the winter two night schools, whose chief purpose is the instruction of the immigrants in the rudiments of an English education, are in full operation. One, on Lloyd Street, is under the auspices of the Society for Educating Orphaned and Needy Hebrew Children, an old society of more than forty years' standing. The other is on Front Street, and was opened by the immigrants themselves. The history of the latter is significant. The Hebrew Literary Society was started four years ago, distinctly and consciously for the purpose of preventing these men and women, who are struggling for the bread they eat, from sinking into the slough of materialism, by providing intellectual entertainment for them. At the beginning of the second year of its existence, a library having been collected, a lecture course

established and a modest membership obtained, a night school was started. A tuition fee of 30[¢] per month was exacted from them who were known to be able to pay. The institution thus rids itself of all objectionable features of charitable undertakings with educational purposes. Thirty pupils presented themselves the first evening. The number rose to sixty before the week was over, and at the end of the season 150 had enrolled. During the second season 500 were under instruction, and during the one just ended 708 men and women were taught in seven English classes, two arithmetic classes, and one bookkeeping class. The pupils range in age from 9 to 60, but only such children are accepted as pupils as are put to earning a livelihood in the factories and cannot, therefore, go to the public schools. It has happened again and again that children and father, sometimes husband and wife, have sat on the same bench, side by side. Great enthusiasm prevails among the pupils. Sacrifices of time and comfort are cheerfully made by them in order to secure a working knowledge of the language.

I may add as a hint to our board of public instruction that the night schools have been used not only by the Russian Jew but by other immigrants as well—Germans, and more particularly Catholic Russians and Poles. Moreover, they have had on their rolls even children whose ancestors have been Americans for three or four generations, sometimes of English stock. So far as the immigrants themselves are concerned, the negative statement made about their attainments is hardly fair. An appreciable percentage of those who frequent the night schools are cultured, intelligent men and women, abreast of the times, speaking and reading several foreign languages and versed in history and literature. They need merely a vehicle in which to convey to their fellow-workers an idea of their inner worth.

In view of all this, is it not justifiable to ask why our city does not arrange for the opening of night schools? In a *Century* article it was remarked that the massing together in our cities of foreign immigrants, baleful in most respects, is a fortunate circumstance, inasmuch as it presents the opportunity, if we will embrace it, for exercising Americanizing influences.

In the Russian night schools the chief aim pursued is the teaching of the English language for all practical purposes, and the chief subject dwelt upon is United States history and geography. The discussions carried on between pupils and teachers often turn upon current events, the views defended by the different political parties, the commercial policy of each, judicial procedures, and the machinery of the state. Opportunities for comparison between

thods Russian and methods American are never allowed to be used by the pupils. On one occasion it became necessary to explain the difference between the Julian and the Gregorian calendars, Russia using the Julian and thus being twelve days behind America in time. "Twelve days!" contemptuously came from one of the pupils, "twelve centuries would be nearer the truth!"

In August of 1892, Henrietta Szold went to New York City to try to persuade the officials of the Baron de Hirsch Fund, notably Judge M. S. Isaacs and Mr. A. S. Solomons, two prominent members of the Board, to contribute more money for her school. She wrote her family of her success:¹² "I visited Judge Isaacs on Friday. In consequence of that visit, Mr. Solomons and Judge Isaacs called a meeting and voted our school \$700 for next year. Am I not fully repaid for my visit to New York?"

But the Russian School's ever increasing need for funds, and Miss Szold's lack of time for constant solicitation, necessitated a committee being formed for that purpose:

Dr. Aaron Friedenwald, chairman	Simon Dalsheimer
Edward H. Wise	Albert Rayner
Moses R. Walter	Dr. Joseph Blum
Benjamin H. Hartogensis	David Oppenheimer
Rev. Alois Kaiser	Samuel Tahl
Max Hochschild	Henrietta Szold
Leopold Strouse	Solomon Baroway, Sec.

In addition to the above members, the self-constituted body at one time or another had the assistance of Dr. Cyrus Adler, Louis H. Levin, and William Frisch, editor of the *Baltimore American*. Fortified by the increased financial aid secured by Miss Szold in New York and by the efforts of the committee, the over-crowded school moved to larger quarters at 1208 East Baltimore Street, the former residence of Mr. Moses Friedenwald, a retired merchant who had died not long before.

The expanded school had a good year, and in the autumn of 1893, when Henrietta Szold left Baltimore for Philadelphia to become the editor of the Jewish Publication Society of America, Miss Grace Bendann took over her place as superintendent. The Literary Society sent Miss Szold another re-

¹² August 22, 1892, letter on microfilm at Baltimore Hebrew College.

solution, stressing that "the school of which you are the founder is due solely to your strenuous and never-ceasing efforts."

Miss Bendann informed Miss Szold of the school's progress:¹³

"Fully six hundred came to the school, and had those in charge of the Baron de Hirsch fund been present and seen the disappointment depicted on the faces of the two hundred turned away, I am sure the necessary funds for the maintenance of this and similar schools would be forthcoming. The presence of nearly one hundred familiar faces is the best evidence of the confidence felt in the school. This fact alone makes me not only think and wish for you, but grieve, knowing how many will miss your presence and aid. When the school opened there was not sufficient material for a history class—that is, not the material we wanted—only the American public school youth came. Many, however, knowing that you would not be there, absented themselves; but when told that a good teacher would be provided, expressed a desire to return. So the history class is flourishing with a Ph. D. of the Johns Hopkins as instructor. I know there are those who think this too much of a luxury, but Class No. 2 [Miss Szold's class] has been accustomed to luxury. I feel well satisfied with Dr. Cranshaw's work—he is ready to act upon any suggestion, and has succeeded in making his lessons interesting. The two new teachers, Miss Schmalz and Rosenthal, have proved themselves conscientious workers. It is too soon to judge of the progress made in the various classes. It makes me feel happy to know that your work is pleasant and satisfactory, and if I thought we were to have you here again, I would be perfectly happy—but the Philadelphians are wise and deserve to have a princess in their midst; my only consolation has been to know that you are always with us in spirit."

In the spring of 1896 Miss Bendann was married to Mr. Benjamin H. Hartogensis, a member of the Night School Committee, and Miss Rose Sommerfeld became superintendent until she left in 1897 to take charge of the Clara de Hirsch School for Girls in New York City. The following year the Russian Night School ceased to exist due to public apathy and lack of funds, but the pioneering efforts of Henrietta Szold and her associates

¹³ Grace Bendann to Henrietta Szold, Nov. 3, 1893, on microfilm at the Baltimore Hebrew College.

had left a permanent impress upon the city, for more than five **thousand** persons had become Americanized in the decade in **which** its classes were held.

After 1900, when the Public Schools were reorganized, and **a new** Board took office, with Mr. James H. Van Sickle as Superintendent, Mr. Benjamin H. Hartogensis, a lawyer, approached Jtfr. Van Sickle, urging an answer to the immigrant question **out** by Henrietta Szold in her *Sun* article: ". . . is it not **justifiable** to ask why our city does not arrange for the opening of **night** schools?" According to Mr. Hartogensis: "The first **was** opened on High Street under the direction of Jacob Grape; later, Superintendent Van Sickle persuaded David Weglein to take charge of immigrant night school classes. Mr. Weglein secured extraordinary results during the many years he conducted the schools." "Dr. David E. Weglein became Superintendent of the Public Schools in 1925, a position he held until **1946**."

By 1907 three night schools for the immigrants were in operation, one in School No. 44, at the corner of Sharp and Montgomery Streets, for the benefit of the aliens of South Baltimore; one in No. 5 Night School at Broadway and Ashland Avenue, a school primarily for Bohemians, Poles, and Lithuanians, under Mr. David Weglein as Principal, and Mr. Albert J. Gminder as Vice-principal; and the third, about which the *Sun* for March 31, 1907, carried a story:

—the most bizarre, the most quaint, the most grotesque event of Baltimore's school year took place last Wednesday night at School No. 42, Broadway and Bank Street, when Principal C. O. Schoenrich's polyglot classes had their annual commencement and a chorus of seventeen nationalities joined in singing American national airs. . . . After the present board took charge of affairs, about six years ago, night schools were made a regular thing. . . . (Mr. Schoenrich's class) From being a thing of one teacher and not many pupils, it has become an institution of five classes, as many teachers and nearly two hundred pupils.

Mr. A. Roland Gminder, a retired Public School teacher, and son of Mr. Albert J. Gminder, mentioned above, remembers¹⁵

¹⁴ (*Ibid.*, footnote No. 4).

¹⁶ Personal interview with author, Dec. 18, 1961.

Expenses.

[illegible]

M-chinjr in Mr. Schoenrich's polyglot class in School No. 42, **««und 1913. while he was working for his A. B. degree f**rom Johns Hopkins. He had fifty pupils, ranging in age from a lad of fifteen to a Frenchman of fifty-seven. Most of his pupils were Russian Jews, with a good scattering of Lithuanians, and **a11 fifty were jammed into** such a small classroom that it took a good deal of adaptation on the part of the teacher, since the pupils had been " sewed into their clothes for the winter."

The subsequent history of the evening schools in the city of Baltimore is on record. The contribution made by Henrietta Szold's school to education in Baltimore was summed up by Mr. Hartogensis in these words: " It was frequently said by many capable merchants, doctors and lawyers that they owed their success in life to this school . . . It is safe to say that this institution contributed more than any other single influence to make useful citizens of those thousands of Baltimore Jewish imigrants."

In 1935 in New York's City Hall, on the occasion of Henrietta Szold's seventy-fifty birthday, Fiorella LaGuardia said to her: " If I» the child of poor immigrant parents, am today Mayor of New York, giving you the freedom of our city, it is because of you. Half a century ago you initiated that instrument of American democracy, the evening night school for the immigrant. . . Were it not for such programs of education and Americanization at the time of our largest immigrant waves, a new slavery would have arisen in American society perhaps worse than the first. . . ." ¹⁶ And in 1944 President Roosevelt sent Miss Szold a message, which read in part: "Since 1889, when you organized the first English and Americanization classes in your native Baltimore, you have devoted yourself to the best social and educational ideals, both here and in Palestine_____ " "

¹⁶ "Congressional Record, Washington for Tuesday, March 8, 1960—Vol. 106, No. 43. Appendix P. A. 2018.

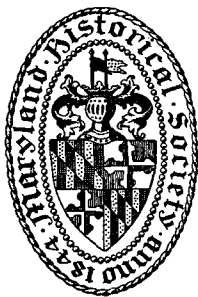
¹⁷ Henrietta Szold Personal Archives Jerusalem, Israel.

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